

PARENTS' NATIONAL EDUCATIONAL UNION

SOME DETAILS OF THE CORRESPONDENCE STUDY COURSE

1. Each candidate is allotted a tutor with whom she is in correspondence throughout the Course, which must be completed within six months.
2. The Correspondence Course is divided into four parts. Each part has a programme of reading chosen from a list of recommended books dealing with Charlotte Mason's Philosophy of Education.
3. Past programmes of work and examination papers will be lent to candidates. These are the property of the Parents' Union School and are therefore confidential and must be returned to the P.N.E.U. Office or sent on to the next candidate on the list if needs be.
4. Worked examination papers by children in the appropriate forms will also be available for the candidates to see and they too are the property of the Parents' Union School and must be returned to the P.N.E.U. Office.
5. At the end of each part visits to nearby P.N.E.U. Schools will be arranged when possible by the Director of the Parents' Union School.
6. At the end of Stages I, II and III the tutor will set subjects for two essays to be written by the candidate. Subjects for the final essays at the end of Stage IV will be set by the former Vice-Principal of the Charlotte Mason College; who, together with the tutor, will assess the work done throughout the course.
7. The cost of the course is five guineas plus the cost of the books and their postage.
8. The List of Recommended books is as follows:-

- "The Story of Charlotte Mason" by E. Cholmondelay, 17/6d., postage 1/1d.
- "An Essay Towards a Philosophy of Education" by C. Mason, 10/6d., postage 1/-.
- "Home Education" by C. Mason, 9/6d., postage 1/4d.
- "Home and School Education" by C. Mason, 9/6d. postage 1/4d.

For Additional Reading:-

- "Children from Five to Six" by R.M. Harrison, 6d.
- "Concerning Children as Persons" by C. Mason, 1/6d.
- "Teaching Methods of Charlotte Mason" by H.M. Household, 3d.
- "Children at Home and in the Parents' Union School" by E. Kitching, 1/6d.
- "A Liberal Education", by C. Mason and A.C. Drury, 6d.
- "Examinations in the Parents' Union School", 1/-.

NOTE:

Some of these books may be borrowed from the P.N.E.U. Library but the "Essay Towards a Philosophy of Education" and "The Story of Charlotte Mason" must be purchased.

9. This course is in no way recognised by the Ministry of Education but designed solely for teachers with degrees, or training or practical experience, who wish to learn more of Charlotte Mason's Philosophy of Education.

P.N.E.U. STUDY COURSE FOR TEACHERS

SOME NOTES FOR TUTORS

1. From now onwards the Course is to be covered in six months, allowing for four to six weeks extra for overseas candidates. All who have already been 'working' for five months or more should now finish within two months. (Please keep a careful check.)
2. Students must be made to realise that this is a working course and with a time limit. It is not merely a course or reading, but a correspondence course. This means that, if necessary, the tutors should make every effort to start discussion such as would arise if the course were oral. If the students would regularly practice narration, this would help in every way.
3. In each of the three stages it might sometimes be helpful to set a series of questions covering the part studied, instead of one of the essays. (There are question in 'Home and School Education' which students could use on their own.)
4. Certain students might write a thesis instead of the two final essays. This would be a long, thoughtful paper on a broad aspect of Charlotte Mason's teaching; it would mean extra reading perhaps and take some time, so that the subject might be given to the student at the beginning of Stage IV.

Other students, perhaps not so thoughtful, would do two shorter essays.
5. Headmistresses of schools, about to be visited, like to have several days notice of the visit and full particulars of the visitor. The student's application form might be sent or details copied from it. It would be helpful too if students were advised what to notice, especially during their school visits.

The headmistresses, in their turn, should be asked to send a report on the visitor to her tutor. This can be typed in the London Office for you, if needs be.
6. When a student is ready, write to Miss Gillies (present address, Prospect House, Ambleside) for subjects for the essays; send to the students those which you consider suitable; read and comment on the resulting essays (or thesis) and send them to Miss Gillies, together with your remarks and comments on the work done throughout. Send also reports from Headmistresses of the schools visited including, if possible, some appraisal of the student's personality, since they are probably the only people who have seen her!

Send also any interesting correspondence and discussions; even some earlier essays perhaps, together with full particulars about the student from her entry form. Everything that can help to build a complete picture of the student should go to Miss Gillies.

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PLEASE PRINT

KINDLY FILL IN IN DUPLICATE AS ONE IS FOR YOUR TUTOR AND
ONE FOR OFFICE RECORDS.

P.N.E.U. CORRESPONDENCE STUDY COURSE

NAME (Kindly state Mrs or Miss)

AGE

ADDRESS

TELEPHONE NUMBER

RELIGIOUS DENOMINATION

DETAILS AND DATES OF TRAINING, DEGREES OR DIPLOMAS OBTAINED

PRESENT POSITION NOW HELD.

PARTICULARS OF TEACHING EITHER WITH SCHOOLS OR PRIVATE FAMILIES.

HAVE YOU ANY KNOWLEDGE OF CHARLOTTE MASON'S PHILOSOPHY OF
EDUCATION?

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IF THE OPPORTUNITY ARISES WOULD YOU LIKE TO TAKE UP AN
APPOINTMENT IN A PNEU SCHOOL OR PRIVATE FAMILY USING THE
PARENTS' UNION SCHOOL PROGRAMME?

NAMES OF TWO PEOPLE TO WHOM WE CAN APPLY FOR A REFERENCE.

ANY OTHER DETAILS.

OFFICE NOTES.

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PARENTS' NATIONAL EDUCATIONAL UNION

Murray House,
Vandon Street,
London, S.W.1.

P.N.E.U. CORRESPONDENCE COURSE

For teachers, with degrees or training or practical experience who wish to increase their knowledge of Charlotte Mason's educational philosophy.

Stage I.

This stage covers the first four statements of the short Synopsis of Charlotte Mason's Philosophy as set out in the front pages of all her books of Education (q.v.)

1. "Children are born Persons"

Reading: An Essay towards a Philosophy of Education.

C.M. Mason (P.N.E.U. 10/6d)

Introduction, Chapters I and II.

Home and School Education. C.M. Mason (P.N.E.U. 7/6)
Chapter VI, page 62 "Educational Truth" to chapter VIII inclusive.

Further Reading: The Story of Charlotte Mason. 17/6d.

2. "Children are not born either good or bad but with possibilities for good and evil".

Reading: An Essay, Chapter III.

Home and School Education. Chapters X to XIII inclusive.

3. "The Principles of authority and of obedience are natural, necessary and fundamental".

Reading: An Essay. Chapter IV.

Home and School Education. Chapters I - IV inclusive.

4. "These principles of authority and obedience are limited by the respect due to the personality of children".

Reading: An Essay. Chapter V.

Children as Persons, by C.M. Mason (P.N.E.U. 1/6d.)

Study the programmes for Forms I and II together with examination questions set on these programmes and some old written examination papers.

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Stage II.

This stage covers statements 5 to 12 in the Short Synopsis(q.v.)

- 5-8 "Therefore we are limited to three educational instruments, atmosphere of environment, discipline of habit and presentation of living ideas".

Reading: An Essay. Chapter VI.

Home Education, by C.M. Mason (P.N.E.U.) 9/6d.

Further Reading: Children from Five to Six,
by R.M. Harrison, (C.M.C.) 6d.

- 9-11 "We hold that the child's mind is ... a 'spiritual organism' with an appetite for all knowledge".

Reading: An Essay, Chapter VII.

Home and School Education, Chapters XIV to XVI inclusive.

12. "Education is the science of relations" (We are educated by our intimacies".

Reading: Home and School Education, Chapters XVII to XIX inclusive.

An Essay, Chapter X to p. 194 or, if time, to p. 234.

Further Reading: Teaching Methods of Charlotte Mason, by H.W. Household, P.N.E.U. 3d.

Children at Home and in the Parents' Union School, by E. Kitching, P.N.E.U. 1/6d.

A Liberal Education, by Charlotte Mason and A.C. Drury, P.N.E.U., 6d.

Study the programmes for Forms III and IV together with examination questions set on these programmes and some old written examination papers.

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Stage III.

This stage covers statements 13 to 18 in the Short Synopsis (q.v.).

13-18 "There are two guides to moral and intellectual self-management to offer to children, what we may call 'the way of the Ill' and 'the way of reason.'"

Reading: Home Education, Part VI.

An Essay, Chapters VIII and IX.

Further Reading: Examinations in Parents' Union School, P.H.E.U. 1/-

Study the programmes for Form V together with the examination questions set on these programmes and some old written examination papers. Bear in mind that Form Upper V is working for G.C.E. 'O' Level.

Stage IV.

Re-read: The Short Synopsis and p.214 Home and School Education.

Reading: An Essay, pp. 300 - 342.
(The basis of National Strength)

Study some VI Form programmes and the examination questions set on them, and read some VI Form essays. Many girls will be reading for G.C.E. 'A' or 'S' level or for other examinations.